

Inclusive education: the dilemmas of the 21st century*Educación inclusiva: los dilemas del siglo XXI**Educação inclusiva: os dilemas do século XXI***Tricia Bogossian¹**

ORCID: 0000-0002-3580-3618

¹Secretaria Estadual de Saúde do Rio de Janeiro. Rio de Janeiro, Brazil.*Corresponding author: E-mail: tricia.bogossian@hotmail.com**Abstract**

This study aims to analyze the contemporary dilemmas of inclusive education in the 21st century, focusing on the Brazilian context. Through a qualitative literature review conducted in databases such as SciELO and LILACS, it was identified that, despite significant legal advances and historical evolution since the imperial period, the effective implementation of school inclusion faces structural obstacles. The main challenges include insufficient teacher training to deal with diversity, a lack of accessible infrastructure in public schools, and the persistence of attitudinal and cultural barriers. The analysis demonstrates that inclusion transcends mere enrollment, requiring the transformation of pedagogical practices, the school environment, and effective articulation between public policies, educational institutions, and the community. It concludes that overcoming these dilemmas is fundamental for education to fulfill its ethical role of guaranteeing equity and integral development for all students.

Descriptors: Inclusive Education; People with Disabilities; Public Health Policies; Human Resources Training in Health; Equity.

Resumen

Este estudio busca analizar los dilemas contemporáneos de la educación inclusiva en el siglo XXI, centrándose en el contexto brasileño. Mediante una revisión bibliográfica cualitativa realizada en bases de datos como SciELO y LILACS, se identificó que, a pesar de los importantes avances legales y la evolución histórica desde el período imperial, la implementación efectiva de la inclusión escolar enfrenta obstáculos estructurales. Los principales desafíos incluyen la insuficiente formación docente para abordar la diversidad, la falta de infraestructura accesible en las escuelas públicas y la persistencia de barreras actitudinales y culturales. El análisis demuestra que la inclusión trasciende la mera matrícula, requiriendo la transformación de las prácticas pedagógicas, el entorno escolar y la articulación efectiva entre las políticas públicas, las instituciones educativas y la comunidad. Se concluye que la superación de estos dilemas es fundamental para que la educación cumpla su función ética de garantizar la equidad y el desarrollo integral de todo el alumnado.

Descriptores: Educación Inclusiva; Personas con Discapacidad; Políticas de Salud Pública; Formación de Recursos Humanos en Salud; Equidad.

How to cite this article:

Bogossian T. Inclusive education: the dilemmas of the 21st century. Glob Clin Res. 2025;5(2):e83. <https://doi.org/10.5935/2763-8847.20210083>

Submission: 09-22-2025

Approval: 10-27-2025



Resumo

Este estudo tem como objetivo analisar os dilemas contemporâneos da educação inclusiva no século XXI, com foco no contexto brasileiro. Por meio de uma revisão bibliográfica de natureza qualitativa, realizada em bases de dados como SciELO e LILACS, identificou-se que, apesar dos significativos avanços legais e da evolução histórica desde o período imperial, a efetivação da inclusão escolar enfrenta obstáculos estruturais. Os principais desafios incluem a insuficiência na formação docente para lidar com a diversidade, a carência de infraestrutura acessível nas escolas públicas e a persistência de barreiras atitudinais e culturais. A análise demonstra que a inclusão transcende a mera matrícula, exigindo a transformação das práticas pedagógicas, do ambiente escolar e de uma articulação eficaz entre políticas públicas, instituições de ensino e comunidade. Conclui-se que a superação desses dilemas é fundamental para que a educação cumpra seu papel ético de garantir equidade e desenvolvimento integral a todos os estudantes.

Descritores: Educação Inclusiva; Pessoas com Deficiência; Políticas Públicas de Saúde; Capacitação de Recursos Humanos em Saúde; Equidade.

Introduction

Inclusive education represents a milestone in guaranteeing fundamental rights, ensuring equal access to learning for all individuals, regardless of their differences. However, even with the legislative and social advances of recent decades, educational inclusion still faces numerous dilemmas, especially in a global scenario marked by inequalities, prejudices, and structural limitations. The challenges go beyond the enrollment of students with special educational needs, encompassing issues such as teacher training, curriculum adaptation, and the construction of truly welcoming school environments¹.

Among the main obstacles to inclusive education in the 21st century are economic and social inequalities, which limit many students' access to adequate educational resources. Public schools, in particular, often lack accessible infrastructure and trained professionals to address the diverse needs of students. Furthermore, cultural resistance and a lack of awareness on the part of some communities and educators hinder the effective implementation of inclusive policies^{1,2}.

Teacher training emerges as one of the central pillars for addressing these dilemmas. Despite the availability of teaching materials and official guidelines, the lack of specialization and pedagogical practices focused on inclusion is still a reality in a large part of the education systems. This deficit limits the ability to meet students' needs and compromises the creation of an inclusive and welcoming school environment that values individuality and promotes collaborative learning^{1,3}. Another challenge is transforming inclusion into a practice integrated into daily school life, and not just an administrative formality. A joint effort is needed between governments, educational institutions, educators, and families, ensuring that inclusive discourse translates into concrete actions. Only with this approach will it be possible to overcome historical barriers and build an education that respects plurality and promotes the full development of all students^{1,2}.

This topic is extremely relevant because inclusive education is not only a legal requirement but also an ethical and social commitment. Understanding and addressing the dilemmas of educational inclusion in the 21st century is

essential for schools to fulfill their role as spaces for transformation and equality, contributing to a more just and humane society. This research allows for reflection on the necessary advancements and points to paths for building educational practices that respect differences and promote equity. This work aimed to discuss inclusive education in the 21st century.

Methodology

This study is characterized as a descriptive and analytical literature review with a qualitative approach. The main objective of the research is to analyze the contemporary dilemmas of inclusive education in the 21st century, focusing on the Brazilian context, through the systematization of scientific and legal knowledge produced on the subject.

Data collection was carried out between June and August 2024, through searches in national and international scientific databases relevant to the Humanities and Applied Social Sciences, with emphasis on SciELO (Scientific Electronic Library Online), LILACS (Latin American and Caribbean Literature in Health Sciences), CAPES Journals, and Google Scholar. The following descriptors and their combinations were used, in Portuguese and English: "Educação Inclusiva", "Educação Especial", "Século XXI", "Formação de Professores", "Políticas Públicas", "Brasil", "Inclusive Education", "Special Education", and "Teacher Training".

The inclusion criteria prioritized scientific articles, theses, dissertations, and book chapters published between 2018 and 2024 to ensure the timeliness of the discussions, except for classic works and fundamental legal documents for the historical understanding of the topic. Materials that were not directly related to the scope of the research or that were not available in full for analysis were excluded.

The data analysis process followed the steps proposed by the thematic content analysis method. After the initial selection, the materials were read in their entirety for a comprehensive understanding. Then, a preliminary reading and coding of the material was carried out, identifying recording units and core meanings. Finally, the data were grouped into emerging thematic categories,



which guided the structuring of the chapters of this work, such as historical overview of special education in Brazil, legal framework and public policies, challenges of school inclusion in contemporary times, and teacher training for inclusion⁴.

The theoretical framework was constructed based on a dialogue between key authors in the field of inclusive education and recent empirical studies, allowing for critical reflection on the advances, contradictions, and future perspectives for the consolidation of a truly inclusive education in Brazil^{1,2}.

Results and Discussion

Special education in Brazil

In Brazil, at the end of the 18th and beginning of the 19th centuries, liberal ideas influenced the emergence of education for children with disabilities, initially in institutions⁵.

With liberalism, some colonial institutions were abolished. Furthermore, criticisms arose against dogmatism, autocracy, state interference in the economy, as well as a more prominent defense of freedom of expression and private property⁶.

During this period, a moral and political philosophy emerged that ideologically underpinned the anti-absolutist revolutions in Europe during the 17th and 18th centuries and the struggle for independence in the United States. Liberals advocated for individual freedom in the economic, political, religious, and intellectual spheres. This movement influenced the beginning of education for people with disabilities in Brazil, as it was linked to the democratization of the rights of all citizens⁷.

The Holy Houses of Mercy played a significant role in the education of people with disabilities, as they cared for the poor and sick, just as in Europe. In São Paulo, starting in 1717, the Santa Casa began to take in abandoned children up to the age of seven. Although there are no official records of how they were cared for, there are indications that many had physical or mental disabilities. Older children were sent to seminaries and institutions that prepared them for the future⁸.

Special Education in Brazil began during the Empire, in the 19th century, with the aim of including students with physical or mental disabilities. The first foundation created by Emperor Pedro II, in 1854, in Rio de Janeiro, was the Imperial Institute for Blind Boys, now the Benjamin Constant Institute (IBC). In 1857, the Institute for Deaf-Mutes was created - today the National Institute for Deaf Education (INES)⁵.

In 1883, the emperor convened the First Congress of Public Instruction to discuss the problems faced by disabled people, proposing the inclusion of theories and practices in teacher training to serve the blind and deaf, which did not materialize. In 1857, Brazil was experiencing economic growth and stability of imperial power. The influence of European thought, especially French thought, and of prominent international figures was significant⁵.

Inspired by experimental research from American and European doctors, philosophers, and educators,

Brazilians organized services aimed at people with sensory, mental, and physical disabilities⁹.

The creation of the Benjamin Constant Institute (1854) and INES (1857) in Rio de Janeiro by the imperial government represented a milestone that inspired future institutions⁵.

With the Proclamation of the Republic in 1889, Congress was given responsibility for the development of literature, arts, and sciences, while preserving the autonomy of local governments. This meant that each federative unit could develop primary, secondary, and higher education. However, Congress was guaranteed the right to focus its attention on higher and secondary education, without being obligated to also oversee primary education. Additionally, the free nature of education, as stipulated in the 1824 Constitution, was revoked at this time⁸.

During the 19th century, initiatives, whether official or private, aimed at serving people with disabilities occurred in an isolated manner¹⁰.

In some states, there was concern about primary education and the development, albeit timid, of the organization of schools for the disabled. Several professionals began to work in the area and, at the end of the 1920s, structured, through professional associations, a reflective field in search of an effective space to consolidate their pedagogical actions¹¹.

The actions of these professionals, on the one hand, reflect the expectations of society at the time and act in a way that segregates people with disabilities. On the other hand, they improve the quality of life of the most severely disabled through more systematized knowledge and the pursuit of a more efficient social practice⁶.

Significant progress for people with disabilities was made in the 20th century, especially regarding assistive technologies. The instruments being used were improved, such as wheelchairs, canes, and educational systems for the deaf and blind. Society, although affected by the effects of successive wars, began to organize itself better to serve people with disabilities. Funds were raised to maintain institutions, and there was a growing concern about the conditions of the spaces that housed them⁶.

An important event for special education was the enactment of Law No. 4,024 of 1961, the first Law of Guidelines and Bases (LDB). Thus, the LDB safeguarded the education of people with disabilities in special classes, in institutions separate from regular schools, directly demarcating the differences existing between students in both institutions¹².

The enactment of Law No. 4024/61 (LDB) can be considered the landmark event marking the beginning of official actions regarding special education, since, before that, these actions were limited to initiatives separate from the Brazilian political and educational context¹⁰.

In the late 1960s, the national landscape was marked by the expansion of the field of special education. This coincided with our economic situation during the period known as the economic miracle, a series of economic and political measures aimed at the country's development⁵.



It is necessary to reflect on the value placed on education within the economic and political context of the 1960s. It is important to contextualize that this increased value placed on education was driven by the country's economic development, which advocated for maximum individual productivity. The school, therefore, came to be seen and emphasized as an important element in the production of labor and human resources suited to the needs of the production methods.

The value placed on labor was essential for the country's economic development. Therefore, education was considered a means of individual advancement, access to better jobs, and even increased income. In this context, the school's main function was to develop human capital, which, combined with the physical capital of companies, would increase economic productivity. Thus, the school had an educational commitment, but this was tied to the country's economic development⁵.

Inclusive education and its integration in schools

School inclusion is a topic of growing relevance in educational and social debates. Based on the acceptance of diversity and the guarantee of equal opportunities for all, inclusion aims to meet the needs of individuals with disabilities and other specificities. Historically, the concept emerged in Brazil focused on the integration of students with disabilities into regular schools, but it has evolved to include ethnic diversity, gender diversity, and other differences².

The fight for inclusion was strengthened by the Salamanca Declaration and other documents that advocate for an educational model capable of embracing diversity. However, the inclusion model still faces challenges such as a lack of school infrastructure and adequate human resources. For inclusion to be effective, it is necessary to restructure the educational system, guaranteeing not only access but also the retention and active participation of all students^{1,2,13}.

The inclusive paradigm argues that disability should be understood as an interaction with society, not as an individual problem. Therefore, inclusion is not limited to physical presence in schools but involves transforming institutions to meet the needs of all, recognizing diversity as an integral part of the educational and social process^{2,3}.

Although the terms inclusion and school integration are often used synonymously, there is a significant distinction between them. In integration, the student must adapt to the school system, while inclusion, schools must transform themselves to meet the needs of all students, regardless of their circumstances. Inclusion implies the reformulation of the curriculum, assessment, infrastructure, continuing teacher training, and educational policies geared towards diversity.

The 1994 Salamanca Conference was a landmark for inclusion, promoting the right to equal opportunities and serving as a global benchmark. This movement directly influenced education in Brazil, especially with the dissemination of inclusive special education. The practice of inclusion involves the entire school community, reinforcing

acceptance and collaboration among students, families, and educators^{2,13}.

From the 2000s onwards, legislation such as the National Education Plan and the National Guidelines for Special Education reinforced this commitment, although challenges such as inadequate teacher training persist. True inclusion requires more than simply placing students in the school environment; it demands continuous effort to ensure that everyone feels a sense of belonging and receives the necessary support for their development^{2,3}.

In the pedagogical context, the resolution guides that pedagogical practice should focus on the student's potential, not on their disability; that the pedagogical project should adhere to the principle of flexibility; that there should be continuous and comprehensive assessment; and that each school should diagnose its reality and implement alternative services and systems for its operation¹⁴.

In the administrative sphere, Resolution CNE/CEB No. 2/2001 establishes that education systems are responsible for creating and implementing a sector responsible for special education, and that educational and school administrators are responsible for ensuring accessibility for students with disabilities to physical spaces and knowledge. These guidelines include Specialized Educational Services (AEE) for all those who need differentiated support due to learning difficulties. These guidelines present an inclusive policy focused on the educational context¹⁵.

The following year, Law No. 10.436/2002 defined Libras (Brazilian Sign Language) as a form of communication and expression whose linguistic system, of a visual-motor nature and endowed with its own grammatical structure, is used to transmit ideas and facts originating from communities of deaf people in Brazil, recognizing it as a legal means of communication and expression¹⁶.

Decree No. 5,296/2004 established criteria for promoting accessibility for people with disabilities or reduced mobility. According to the decree, public administration bodies, companies that provide public services, and financial institutions must guarantee priority service for people with disabilities or reduced mobility¹⁷.

A significant milestone during this period is the Convention on the Rights of Persons with Disabilities, adopted by the United Nations (UN) in 2006 and ratified by Brazil. This document aims to ensure, protect, and promote the full enjoyment of human rights and fundamental freedoms by people with disabilities, reaffirming the commitment of signatory countries to inclusion and equality¹⁸.

The Special Education Policy from an Inclusive Education Perspective, created in 2008, is a document that underpins public policy for inclusion, considering all movements, laws, and documents created to date to establish this inclusive proposal. It stipulates special education as a teaching modality that operates across all levels of education and defines the target audience for this modality, complementing the regular education of each student, considering their specific needs and emphasizing accessibility for all without any discrimination¹⁹.



By examining the national documents and legal decrees presented, significant changes have occurred during this period regarding the education of people with disabilities.

In 2011, the organizational structure of the Ministry of Education (MEC) was altered, adding the word "inclusion," thus creating the Secretariat for Continuing Education, Literacy, Diversity, and Inclusion (SECADI). In 2016, the Brazilian Committee of Representative Organizations of People with Disabilities (CRPD) was founded. The Secretariat for Specialized Education Modalities (SEMESP) was subsequently created in 2019, abolishing SECADI^{20,21}.

According to Decree No. 9,465/2019, SEMESP is composed of the "Directorate of Accessibility, Mobility, Inclusion and Support for People with Disabilities; Directorate of Bilingual Education Policies for the Deaf; and Directorate of Policies for Specialized Education Modalities and Brazilian Cultural Traditions"^{22,3}.

It is worth highlighting the signing of Decree No. 10,502/2020, which establishes the National Policy for Special Education (PNEE). From the perspective of inclusive education, the PNEE aims to ensure the right to education for students with disabilities, global developmental disorders, and high abilities/giftedness, promoting their inclusion at all levels of education. To this end, it guides educational systems to guarantee access to regular education with effective participation and academic progression, the provision of specialized educational services, the continuous training of teachers and professionals to deal with diversity, and the fostering of the active participation of families and communities. The PNEE also emphasizes the importance of architectural, communicational, and informational accessibility, as well as intersectoral coordination for the effective implementation of public policies aimed at educational inclusion²³.

Brazil has made significant progress in providing educational services to the target audience of special education. One of the guiding principles of the National Policy on Special Education (PNEE) is the valuing of individual differences and the inalienable and paramount right of the student and their families to decide on the most appropriate alternative for specialized educational services. It is important to emphasize that no rights have been taken away in the PNEE²³.

The challenges of school inclusion in the 21st century

The inclusion of students with special educational needs in mainstream education was officially incorporated in Brazil after the signing of the UN Convention, which guarantees the rights of these individuals. However, in practice, these rights are still frequently violated. Many students with disabilities end up being directed to special schools due to the difficulties they present and the challenges faced in the teaching-learning process^{1,2}.

Research conducted by various scholars, however, indicates that the inclusion of students with special needs in mainstream education can yield positive results. Even so, segregation in special schools can, over time, cause feelings of discrimination, especially when these students perceive

the difference in treatment compared to those attending mainstream schools^{2,3}.

Unfortunately, the problem of exclusion often begins within the school environment itself. Educators, who should be role models of inclusion end up perpetuating disparities. This exclusion is not limited to students but can also occur among education professionals themselves. Despite the efforts of the Ministry of Education, which provides specific teaching materials as resources for inclusion, many teachers resist using these materials due to lack of preparation or knowledge^{1,3}.

Given this reality, it is essential to offer training and specialization courses, both for regular education teachers and for caregivers who work directly with students with special needs. However, a large proportion of caregivers have never had access to adequate training, entering the profession without the necessary preparation. Caring for a student with special needs is a complex task that requires not only technical knowledge, but also psychological and emotional skills^{2,21}.

Despite advances in educational policies in Brazil, progress towards inclusion remains slow. The lack of training and support compromises the full development of students with special needs and reinforces the urgency of more effective measures to transform inclusive education into reality¹⁻³.

Inclusive education, if it is subordinated solely to political and economic interests, without considering the human being in their essence, cannot be considered truly inclusive. In this context, education takes on a character of exclusion, instead of inclusion. Discussing inclusion has become commonplace and often superficial, but realizing this proposal remains a major challenge, remaining a gap awaiting effective solutions^{2,21}.

This scenario directly reflects the inefficiency of the Brazilian educational system, frequently debated by experts and society in general. The paradigms that underpin exclusionary practices are still deeply rooted in the education systems, perpetuating divergences and hindering the implementation of a truly inclusive education. To overcome these obstacles, a genuine commitment to transforming the educational system is necessary, prioritizing respect and valuing all individuals¹⁻³.

The importance of inclusive education in teacher training

Increasingly, teachers are facing the task of working with students with disabilities in regular basic education schools. From this point, an analysis of teacher training is necessary, as teachers have begun working with inclusion in the classroom context since the introduction of the inclusive paradigm in Brazilian education^{3,21}.

The impact caused by the inclusion of students with disabilities in regular basic education schools in Brazil, coupled with the lack of professional preparedness, whether due to the disability itself or the lack of training among teachers to work with this new demand, is becoming one of the most significant difficulties identified by teachers¹⁴.

Teacher training for inclusive schools is considered by some authors to be a fundamental condition for school



inclusion to take place. The need to improve teacher training is asserted as a condition for effective school inclusion. Furthermore, it is noted that, in general, teachers are not prepared to receive students with disabilities in their classrooms²⁴.

Although the author emphasizes the importance of teacher training for the effective implementation of inclusion in schools, he does not ignore the set of conditions that can influence their work. Their economic compensation, their working conditions, their social recognition, and their professional expectations are, along with ongoing training, factors that facilitate or hinder their motivation and dedication²⁵.

The need for quality training, coupled with institutional and governmental support, should be part of reflections on the inclusive process in basic education schools. To analyze the adequacy of teacher training in basic education from an inclusive perspective, this paper presents a sequence of policies focused on this theme, using 1996 as a baseline, when the legal framework introduced guidelines for training with the update of the National Education Guidelines and Bases Law^{2,26}.

Through the policies presented, it is possible to observe that, starting with Law No. 9394/96, which regulates the training of basic education teachers, some programs and guidelines were created emphasizing the initial and continuing training of education professionals. It is assessed that the inclusive perspective itself only appeared in teacher training regulations from 2008 onwards, with the National Policy on Special Education from the perspective of Inclusive Education^{19,26}.

Before this, most training programs for students with disabilities were aimed at teachers working in special education schools, a fact that shows us that training from an inclusive perspective is still very recent in Brazil. The inclusion of students with disabilities in regular classrooms can challenge teachers to think more carefully about the choices offered to students, the format of the lesson, the ways in which students at all developmental levels can participate in classroom activities, and the comfort and engagement of all students^{18,19,27}.

Some strategies that are most important for teachers working in inclusive classrooms include behavioral and developmental strategies, play and its vital role in child development, specific to children with autism, and tactics for building the parent-teacher relationship²⁷.

Some of the challenges for educators include: planning lessons that encourage all students to participate; helping students achieve their individual goals; supporting student behavior sensitively and positively; fostering friendships and social relationships between students with and without disabilities; and adapting the physical environment for students who may have greater sensitivity to certain factors, such as temperature, textures, sounds, and smells²⁸.

The lack of training for teachers to work in this area is considered by many authors to be one of the barriers to the effective implementation of the inclusive approach. Some studies show that, although many teachers are

sensitive to the proposal, few present themselves as prepared to work with students with disabilities^{18,21,24}.

Although Brazilian legislation is advanced regarding the inclusive perspective, there are still points to be addressed concerning teacher training. Ensuring access for students with disabilities to regular schools does not guarantee school inclusion. It is necessary to guarantee their continued enrollment and adequate conditions for their academic development. To meet this objective, listening to teachers and ensuring adequate training are fundamental actions^{2,3,21}.

Studies show that teachers do not feel prepared to work from an inclusive perspective. This lack of preparedness can be considered a consequence of shortcomings in initial teacher training, which in Brazil still follows a traditional approach, focused on a static conception of the teaching-learning process^{18,21}.

This standardized teaching process has influenced and continues to influence teacher training, especially initial teacher training. Furthermore, it reinforces the division between "normal" and "special needs" students; teachers who will work with special needs students and teachers who will work with "normal" students. With the inclusive paradigm, this division ceases to exist, as teachers and educational institutions must be prepared to meet the diversity of students, and teacher training must adhere to this principle.

Legally, teacher training has already been presented as important in building a more inclusive school. Its importance is evident in training policies and programs, although there is a need to strengthen the inclusive approach and change the traditional way in which teacher qualifications are still delivered¹⁸.

The importance of training that is appropriate to the reality of teaching and that allows for inclusive reflection can contribute to the teacher's pedagogical practice; furthermore, it is important that training emphasizes a change in meanings regarding disabilities.

Policies for inclusive teacher training must go beyond legal requirements. Training courses must address discussions, reflections, and the exchange of experiences. Participants in these training programs need to understand the concept of inclusion, and there must also be a focus on the initial training of these teachers²¹.

Considering the guidelines of the inclusive perspective, more precisely those outlined in documents such as the Salamanca Declaration and the Brazilian Law of Education (LDB) No. 9394/96, our understanding is that all members of the school community should collaborate in the inclusion process for students with disabilities. The teacher is one of the fundamental elements, but the figures of the management team, other staff members, students, and families also play a very important role in implementing the inclusive perspective¹⁻³.

Conclusion

The trajectory of special education in Brazil reflects the advances and challenges faced over centuries. From initial efforts during the imperial period, with the creation of



specific institutions for people with disabilities, to the advances made in the 20th century, a gradual movement towards the recognition of the rights of people with disabilities and the pursuit of a more inclusive educational system can be observed. Public policies, such as the LDB of 1961 and Law No. 10.436/2002, as well as international milestones such as the Salamanca Declaration, demonstrate the evolution of approaches to guarantee access and effective participation of all students in education. Despite progress, Brazil still faces structural and cultural barriers to the full implementation of an inclusive educational system. Problems such as inadequate teacher training, lack of infrastructure, and persistent prejudices show that inclusion

demands continuous efforts of social and pedagogical transformation. True inclusion goes beyond physical insertion in schools; it requires a collective commitment to ensure that each student, regardless of their conditions, feels valued and receives the necessary support for their integral development.

Therefore, consolidating inclusive education in Brazil requires the coordination of public policies, investments in training and infrastructure, as well as the strengthening of a culture of respect for diversity. Only in this way will it be possible to guarantee that the right to education, as a fundamental human right, is fully realized for all citizens.

References

1. Silva CL, Garcez L. Educação inclusiva. Londrina: Editora e Distribuidora Educacional; 2019. 262 p. Disponível em: http://cm-cls-content.s3.amazonaws.com/201901/INTERATIVAS_2_0/EDUCACAO_INCLUSIVA/U1/LIVRO_UNICO.pdf
2. Baptista CR. Política pública, Educação Especial e escolarização no Brasil. Educ Pesqui. 2019;45:e217423. DOI: 10.1590/S1678-4634201945217423.
3. Mantoan MTE. A Educação Especial no Brasil: da exclusão à inclusão escolar. Campinas: Universidade Estadual de Campinas; 2020. Disponível em: <http://www.lite.fe.unicamp.br/cursos/nt/ta1.3.htm>
4. Bardin L. Análise temática de conteúdo. Lisboa: Edições 70; 2011.
5. Silva CL, Garcez L. Educação inclusiva. Londrina: Editora e Distribuidora Educacional; 2019. 262 p. Disponível em: http://cm-cls-content.s3.amazonaws.com/201901/INTERATIVAS_2_0/EDUCACAO_INCLUSIVA/U1/LIVRO_UNICO.pdf
6. Gugel MA. A pessoa com deficiência e sua relação com a história da humanidade. 2020. Disponível em: <https://www.ampid.org.br/v1/wp-content/uploads/2019/03/A-pessoa-com-defici%C3%Aancia-e-sua-rela%C3%A7%C3%A3o-com-a-hist%C3%B3ria-da-humanidade.pdf>
7. Buss JG, Andrade LM, Stoltz T. Transtorno do Espectro Autista e Inclusão. Curitiba: Juruá Editora; 2019.
8. Casagrande RC, Mainardes J. O campo acadêmico da Educação Especial no Brasil. Rev Bras Educ Espec. 2021;27:e0132. DOI: 10.1590/1980-54702021v27e0132.
9. Baptista CR. Política pública, Educação Especial e escolarização no Brasil. Educ Pesqui. 2019;45:e217423. DOI: 10.1590/S1678-4634201945217423.
10. Gonçalves CVC, Gräff P. Práticas pedagógicas inclusivas no ambiente escolar. In: I SELICEN-Seminário das Licenciaturas-PIBID. PRP. UFFS & II SILE-Seminário Internacional de Letras da Fronteira Sul; 2023; Chapecó. Disponível em: <https://portaleventos.uffs.edu.br/index.php/SELICEN/article/view/20089/13881>
11. Mantoan MTE. A Educação Especial no Brasil: da exclusão à inclusão escolar. Campinas: Universidade Estadual de Campinas; 2020. Disponível em: <http://www.lite.fe.unicamp.br/cursos/nt/ta1.3.htm>
12. Brasil. Ministério da Educação. Lei nº 4.024, de 20 de dezembro de 1961. Lei de Diretrizes e Bases da Educação Nacional. Diário Oficial da União, Brasília (DF); 1961. Disponível em: <https://www2.camara.leg.br/legin/fed/lei/1960-1969/lei-4024-20-dezembro-1961-353722-publicacaooriginal-1-pl.html>
13. Brasil. Ministério da Educação. Declaração de Salamanca: sobre princípios, políticas e práticas na área das necessidades educacionais. Brasília, DF: MEC; 1994. Disponível em: <http://portal.mec.gov.br/seesp/arquivos/pdf/salamanca.pdf>
14. Miranda FD. Aspectos históricos da educação inclusiva no Brasil. Pesqui Prat Educ Inclusiva. 2019;2(3):11-23. Disponível em: <https://periodicos.ufam.edu.br/index.php/educacaoInclusiva/article/view/4867/4442>
15. Brasil. Ministério da Educação. Conselho Nacional de Educação. Resolução CNE/CEB nº 2, de 11 de setembro de 2001. Institui Diretrizes Nacionais para a Educação Especial na Educação Básica. Diário Oficial da União, Brasília (DF); 2001. Disponível em: <http://portal.mec.gov.br/cne/arquivos/pdf/CEB0201.pdf>
16. Brasil. Lei nº 10.436, de 24 de abril de 2002. Dispõe sobre a Língua Brasileira de Sinais - Libras e dá outras providências. Diário Oficial da União, Brasília (DF); 2002. Disponível em: https://www.planalto.gov.br/ccivil_03/leis/2002/l10436.htm
17. Brasil. Decreto nº 5.296, de 2 de dezembro de 2004. Regulamenta as Leis nºs 10.048, de 8 de novembro de 2000, que dá prioridade de atendimento às pessoas que especifica, e 10.098, de 19 de dezembro de 2000, que estabelece normas gerais e critérios básicos para a promoção da acessibilidade das pessoas portadoras de deficiência ou com mobilidade reduzida, e dá outras providências. Diário Oficial da União, Brasília (DF); 2004. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2004-2006/2004/decreto/d5296.htm
18. Franco RMS, Gomes C. Educação inclusiva para além da educação especial: uma revisão parcial das produções nacionais. Rev Psicopedag. 2020;37(113):194-207. Disponível em: <https://www.revistapsicopedagogia.com.br/detalhes/636/educacao-inclusiva-para-alem-da-educacao-especial-uma-revisao-parcial-das-producoes-nacionais>
19. Brasil. Ministério da Educação. Secretaria de Educação Especial. Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva. Brasília, DF: MEC/SEE; 2008. Disponível em: <http://portal.mec.gov.br/arquivos/pdf/politicaeducacional.pdf>
20. Brasil. Decreto nº 7.480, de 16 de maio de 2011. Revogado pelo Decreto nº 7.690, de 2012. Diário Oficial da União, Brasília (DF); 2011. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2011-2014/2011/decreto/d7480.htm
21. Barbosa AKG, Bezerra TMC. Educação Inclusiva: reflexões sobre a escola e a formação docente. Ensino Perspect. 2021;2(2):1-11.



Disponível em: <https://revistas.uece.br/index.php/ensinoemperspectivas/article/view/5871>

22. Brasil. Decreto nº 9.465, de 2 de janeiro de 2019. Aprova a Estrutura Regimental e o Quadro Demonstrativo dos Cargos em Comissão e das Funções de Confiança do Ministério da Educação, remaneja cargos em comissão e funções de confiança e transforma cargos em comissão do Grupo-Direção e Assessoramento Superiores - DAS e Funções Comissionadas do Poder Executivo – FCPE. Diário Oficial da União, Brasília (DF); 2019. Disponível em: https://www.in.gov.br/materia/-/asset_publisher/Kujrw0TZC2Mb/content/id/57633286
23. Brasil. Decreto nº 10.502, de 30 de setembro de 2020. Institui a Política Nacional de Educação Especial: Equitativa, Inclusiva e com Aprendizado ao longo da vida. Diário Oficial da União, Brasília (DF); 2020. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2019-2022/2020/decreto/d10502.htm
24. Magalhães TC, Díaz-Rodríguez FM, Fagundes DDA, Santos MOF, Prado-Netto A, Xará GMS, et al. Educação inclusiva: autoconceito profissional de professores. Res Soc Dev. 2021;10(11):e248101118719. Disponível em: <https://rsdjournal.org/index.php/rsd/article/download/18719/17494/239635>
25. Ferraz APS, Costas FAT, De Freitas CN. Base Nacional Comum Curricular e educação inclusiva: algumas considerações. Rev Educ Cult Contemp. 2020;17(50):78-97. Disponível em: <https://mestradoedoutoradoestacio.periodicoscientificos.com.br/index.php/reeduc/article/view/6346>
26. Brasil. Lei nº 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. Diário Oficial da União, Brasília (DF); 1996. Disponível em: https://www.planalto.gov.br/ccivil_03/leis/l9394.htm
27. Silva GP, Maio ER. Educação inclusiva no ensino remoto: fortalecendo o vínculo escola e família. Rev Diálogos Perspect Educ Espec. 2021;8(1):41-54. DOI: 10.36311/2358-8845.2021.v8n1.p41-54.
28. Cunha KMMB. O lúdico na educação inclusiva. Rev Gestão Tecnol. 2019;1(28):125-137. Disponível em: <https://www.faculadadedelta.edu.br/revistas3/index.php/gt/article/view/27/13>

